DOCUMENT RESUME

ED 037 195 JC 700 049

AUTHOR	Blai, Boris, Jr.
TITLE	Institutional Research Studies, Motivation, and Learning of Harcum Students.
INSTITUTION	Harcum Junior Coll., Bryn Mawr, Pa.
PUB DATE	Jan 70
NOTE	18p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.00
DESCRIPTORS	Academic Achievement, *College Curriculum, Followup Studies, *Institutional Research, *Junior Colleges, *Student Characteristics, *Womens Education
IDENTIFIERS	Pennsylvania

ABSTRACT

Institutional research studies at Harcum Junior College (Pennsylvania) include alumnae comments and achievements, student academic achievement, curriculum and college characteristics, student characteristics, and student views. The author emphasizes the importance of hiring faculty on the basis of teaching ability as well as research achievements. It is recommended that students be informed of research findings concerning their college. (MS)

ED037195

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INSTITUTIONAL RESEARCH STUDIES, MOTIVATION, AND LEARNING OF HARCUM STUDENTS

by

Boris Blai, Jr.

JC 700 049

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1970

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

TABLE OF CONTENTS

	Page
INTRODUCTION	1
A. ALUMNAE COMMENTS AND ACHIEVEMENTS	2
(1) Harcum Alumnae Speak Out	2
(2) Retail Merchandising Graduates Comment	3
B. STUDENT ACADEMIC ACHIEVEMENT	3
(1) Academic Counseling and Harcum-earned GP Averages	3
(2) Current Harcum Grading Practices & Recommendations	4
(3) Analysis of Mid-Term Academic Progress Reports-1969	4
(4) Academic Achievement Groups of Returned Invitees for September 1969 Enrollment	4
(5) How "Calculated Risks" Fare At Harcum	5
(6) Institutions to Which Harcum Graduates Have Recently Transferred	5
(7) Measuring Educational Progress At Harcum Through 'Before' and 'After' Testing	5
(8) College Grades and Study Habits Among Freshmen	6
C. CURRICULUM AND COLLEGE CHARACTERISTICS	7
(1) Intra-Harcum Curriculum Changes - Classes of 1969 & 70.	7
(2) First-to-second-year Student Attrition Among Junior Colleges	7
(3) Impressions of Harcum Among High School Guidance Personnel and Harcum Freshmen Applicants	7
(4) Health Services Offered by Small Junior Colleges	8
(5) The Effects of Housing on Cumulative GP Averages	8
D. STUDENT CHARACTERISTICS	9
(1) Study Habits and Attitudes of 1969 Freshmen	9
(2) A Study of Student Retention and Withdrawal	9
(3) Reasons for Attending Harcum	10
(4) Use of Harcum Library	11
(5) Comparative Profiles - Harcum Freshmen 1961-1969	11
(6) Composite Personality Profile - 1969 Freshmen	12
(7) Nelson-Denny Reading Test - 1969 Freshmen	12
(8) How Much Do Harcum Students Study?	13
E. STUDENT VIEWS	13
(1) Why Harcum Students "Cut" Classes	13
(2) Goals of a Harcum Education	14
(3) Characteristics of an "Ideal" Student	14
(4) Motives for Attending College	15
POSTSCRIPT	15

INTRODUCTION

Perhaps the most challenging task facing the faculty is that of motivating the Harcum students to learn to the fullest extent of their potentialities. With this thought in mind, the following summary of institutional research information is furnished to assist you in carrying out this major, complex, motivational-teaching task.

The data which follows is organized into several categories for convenience of reference. The complete, detailed reports to which these summary statements refer are available in the Office of Research, and copies are available upon request to the Director of Research.

How may the following facts best be utilized in effectively motivating Harcum students to study diligently and thereby more fully enrich their Harcum educational experience? The first "answer" that comes to mind is -- "communicate the results of these research findings to the students; -- let them know the facts."

To the maximum extent possible, this should be accomplished, as the old song goes, by a positive effort on your part to "ac-cen-tuate the positive; e-lim-i-nate the negative." Instilling self-confidence in the students by recognizing and acknowledging their positive academic-intellectual achievements is a form of "operant conditioning" in the best traditions of B. F. Skinner and other "learning" psychologists.

This technique should be fully and consistently utilized in seeking to stimulate Harcum students to greater learning concentration and effort. Do Keep Students Informed.

A. ALUMNAE COMMENTS AND ACHIEVEMENTS

(1) Harcum Alumnae Speak Out (December 1969)

Based upon information furnished by 439 alumnae in response to a detailed questionnaire, there evidently is a widespread feeling among them that a Harcum education is both desirable and valuable. Some 80% of these "vocal" alumnae stated they would "recommend Harcum to a friend seeking to select a junior college to attend."

In addition, some 73% indicated that their courses and experiences at Harcum helped prepare them for their multiple roles in community life by helping them learn how to get along with people and handle themselves more confidently.

A majority (55%) reported that the effect of their Harcum education upon their job was "Very Helpful", with some 70% reporting they had been employed in the field in which they prepared at Harcum.

Regarding further education after graduation from Harcum, between 1962-1969, an average of 34% of each graduating class was accepted for advanced standing transfer, with a total of 613, or 39% of the 1623 students who graduated during this period, successfully transferring to other colleges, universities and professional schools. This compares favorably with the average rate of between 30-40% reported in the literature for all junior colleges.

Approximately one-third (32%) of the 439 alumnae respondents indicated they were granted baccalaureate degrees, with 4% indicated they have done post-graduate work.

Over the past 5 years, some 400 collegiate institutions have accepted Harcum graduates for advanced standing transfer; or have advised Harcum that they would consider Harcum credits for advanced standing transfer purposes.

The number of Harcum graduates continuing their studies at "senior" colleges and universities increased from 7 in 1962 to 114 in 1969; a sixteen-fold increase!

Of some 45 Harcum graduates between 1964-1966 who reported earning baccalaureate degrees, some 47% earned baccalaureate grade-point averages equal to or higher than their averages earned at Harcum. Evidently, Harcum, in its preparation of students for baccalaureate degree programs, offers a satisfactory basic program of studies.

A high percentage of Harcum graduates in various programs of study are successfully employed in fields of their Harcum preparation as evidenced by reports from the 222 alumnae who graduated during the period 1965-1969.

Medical Assistants, Secretaries, Technicians	100%
Legal, Executive Secretaries	100%
Early Childhood Education	91%
Retail Merchandising	90%
Liberal Arts	82%
General Studies	80%
Elementary Education	78%

It is concluded from the above-cited facts that a substantial percentage of Harcum graduates, (particularly in recent years), have successfully effected a mature adjustment to their community obligations and responsibilities. Clearly, an over whelming majority of the alumnae respondents consider their Harcum years to have been a practical, significant, and meaningful experience. In the idiom of the day -- to its alumnae, Harcum is relevant!

(2) Retail Merchandising Graduates Comment (October 1969)

During the five-year period, 1965-1969, responses from 30 merchandising alumnae indicated that 36% successfully transferred to "senior" colleges; with 70% indicating that they felt their Harcum courses and experiences helped prepare them for their role in community life, and some 63% expressed the view that the effect of their Harcum education upon their job was "Very Helpful". Almost half, (43%) indicated that their annual income from their jobs was in the $5,000 - $7,499 range.

B. STUDENT ACADEMIC ACHIEVEMENT

(1) Academic Counseling and Harcum-earned Semester Grade-point Averages (December 1969)

Are Harcum students who earn less than a 2.0 average for any semester likely candidates for Harcum graduation? Some 40% of 745 students between 1961-1969 who earned less than a 2.0 semester average did graduate. Thus, based on this sample of some 2336 student academic semester records, there are only 4 chances in 10 that such students will satisfactorily complete their Harcum studies and graduate. There is a 60% likelihood that such students will not graduate.

For purposes of academic advisement and counseling, faculty members should apprise students of these facts. They should work particularly closely with those earning less than a 2.0 semester average to help minimize the 60% possibility of their not satisfactorily completing their Harcum studies.

(2) Current Harcum Grading Practices and Recommendations (November 1969)

In preparing students to plan realistically regarding course requirements, they should be apprised of the fact that some 88% of the faculty during 1969-1970 require assigned papers. Also, that some 80% utilized class participation in grading practices; 62% utilize mid-term exams in grading, and 94% employ final exams in their grading procedures.

(3) Analysis of Mid-Term Progress Reports - Fall 1969 (November 1969)

During a semester in which an "unlimited cuts" policy existed, better than 1 out of each 5 Harcum students (22%) earned an "F" mid-term progress report grade. This contrasts with a 4% rate for the Fall of 1968 semester in which a "controlled-limited" cut policy existed.

Percentage-wise, almost twice the percentage of resident students vs day students received "F" grades (25% vs 14%). Library facilities should be utilized to a much greater extent by resident students to help insure a quiet study-environment conducive to concentrated, effective study.

The Student Affairs Committee October, 1969, report entitled, "Investigation of the Status of the Current Policy on Class Attendance", revealed in a correlation study to determine the relationship (if any) between number of class absences and earned mid-term grades, a +.54 substantial, positive relationship. This was found in a study of a random sampling of 100 students among classes in the six instructional divisions of Visual Arts, Social Sciences, English, Business, Science and Education. This means that class attendance accounts for 29% (about one-third!) of the grade variations. Therefore, although ability, study habits, independent study, interest and other motivational factors are variables contributing to earned grades - class attendance apparently makes a marked difference in grades earned. Cutting classes "invites" higher probability of lower grades.

(4) Academic Achievement Groups of Returned Invitees for September 1969 Enrollment (November 1969)

In terms of academic selectivity of senior invitees, of the grand total invited to return in September 1969, better than 74% had junior year averages of 2.0 or higher; 50% having 2.3-2.6 averages and 22% having 2.7 and higher averages.

Therefore, in the academic counseling and advisement of juniors, they should be apprised of the fact that if their cumulative average for their first year is less than 2.0, there is only about a 25% likelihood (one chance out of four), that they will be invited to return to Harcum for a second year of study.

(5) How "Calculated Risks" Fare at Harcum (September 1969)

Various educational reports reveal that substantial numbers of academic-risk students are successfully maintaining satisfactory records of academic and non-academic progress.

For 1968-1969, some 46 students were accepted as "calculated risks". Their cumulative average, as a group, was 1.8 for the first semester, and 1.9 for the second semester. Some 19 of the 46, or 41%, improved their second semester averages with only 10, or 21%, earning lower second semester averages.

Of the original 46, 40 or 87% satisfactorily completed their second semester, and 29 or 63% of the original group returned to Harcum for a second year of study.

It is, therefore, concluded that the level of academic achievement for this group is sufficiently high to warrant the continued selective admission of such "academically-marginal" students into future Harcum freshmen classes.

(6) Institutions to Which Harcum Graduates Have Recently Transferred (November 1969)

Based upon information furnished by Harcum alumnae, during the past several years, some 130 colleges, universities and professional schools in 32 states and 3 foreign countries have accepted Harcum graduates for transfer with advanced standing.

(7) Measuring Educational Progress At Harcum Through 'Before' and 'After' Testing (May 1967)

One means for evaluating educational progress is to measure changes in academic achievement. A measurement method frequently utilized is to test students in terms of their academic abilities and achievements. Two such tests, the Sequential Tests of Educational Progress (STEP) and the School and College Ability Test (SCAT), were designed for this express purpose - to evaluate educational progress.

"Before" and "after" testing of 43 Harcum seniors enrolled in one of the four transfer curricula in 1967 revealed improvements ranging from a minimum of 14% in Reading to a maximum of 22% in Listening in the STEP; and in the SCAT, a 13% increase in Verbal ability, 11% in Quantitative; and 12% in Total Aptitude. In accordance with the rationale of the SCAT, the 'Total' score provides the single best indicator of academic capacity level. Therefore, as compared with their levels of measured performance as freshmen, these differences for the group evidence an improved probability for success in their further collegiate educational endeavors.

Thus, the results of this "before" and "after" measurement study suggest the conclusion that in those skills and abilities measured by the SCAT and STEP, consistent educational progress is achieved by Harcum students successfully completing a two-year transfer curriculum.

(8) College Grades and Study Habits Among Freshmen (March 1967)

A survey among 368 Harcum freshmen in 1967 revealed the following:

(a) With a rising quality-point average there is a decreasing percentage who study mornings.
(b) Evening study, during which one might anticipate the greatest amount of study-time (75% reported this) - there is little difference among those earning weak, satisfactory or premium averages.
(c) Evidently there is no consistent relationship between place of study and earned quality-point averages, as virtually the same percentage (88%) of low, middle and high average students study in their own rooms. Also, the lowest and highest averages groups report about the same percentage utilizing the Harcum library.
(d) Regarding quality-point averages and self-evaluated study habits, it is most interesting to note how very realistically these students evaluated their overall study habits on a scale of "poor", "fair", "good", "very good" and "excellent", as reflected in their earned averages.

Less than 4 out of 10 with 'weak' 1.5-1.9 grade-point averages considered their study habits as "good", and none of these rated their study habits better than "good". In each succeeding higher grade-point average group, (2.0-2.4; 2.5-2.9; 3.0-3.4 and 3.4-4.0) at least 40% rated their study habits "good" or better. Only among the 3.5-4.0 group do a substantial percentage (29%), consider their study habits above "good"; for all other groups, less than 10% self-evaluated their study habits above "good".

Conversely, increasingly greater percentages of the lower grade-point averages groups rated their study habits "fair", and the largest percentage (14%), who rated themselves "poor" in study habits were the 1.5-1.9 group.

(e) A majority of them experience the following study habit difficulties "sometimes" or "often":

(1) Cram for exams - 88%
(2) Daydream while studying - 84%
(3) Remembering what they read - 74%
(4) Concentrating and getting down to work - 65%
(5) Studying from textbooks - 61%
(6) Selecting important points - 60%

C. CURRICULUM AND COLLEGE CHARACTERISTICS

(1) Intra-Harcum Curricular Changes - Classes of 1969 & 1970 (August 1969)

Of the total number of students in the class of 1969, 49 or 19% shifted programs of study. Of the class of 1970, 42 or 13% shifted programs. For the combined students in both classes (Junior and Senior), there were as many changes into academically more-demanding programs of study as there were out of such programs into the so-called terminal, vocationally-oriented curricula.

It is therefore concluded that in terms of stability of educational-vocational choices, the total rate of 19% for all curriculum changes indicates that better than 8 out of each 10 Harcum students in these two classes were sufficiently mature in their career (vocational) planning to select their Harcum curriculums without subsequent changes. This evidences a high level of stabilized educational-vocational choices as typical of these Harcum students.

(2) First-to-Second-Year Student Attrition Among Junior Colleges (December 1969)

Based upon a sample of 60 junior colleges, statistically significant differences in average rates of first-to-second-year return were found to exist, favoring all-female schools (such as Harcum) which have a greater average return (81%) than do co-ed schools (70%). Also, those with 500 to 750 enrollment (such as Harcum), have higher rates of return than those of 750 to 1000 size and those having student bodies in excess of 1000.

Therefore, Harcum students may be "counseled" to an understanding that they are among the student bodies of the most stable sub-groups among the different types of junior colleges. As compared with other private, independent junior colleges, the Harcum September 1969 rate of 76% return equals exactly the average rate of 76% for the 17 other private, independent junior colleges that participated in this study.

(3) Impressions of Harcum Among High School Guidance Personnel and Harcum Freshmen Applicants (December 1969)

Some 583 high school guidance counselors in 1967, and 600 Harcum applicants in 1968 and 1969, offered the following 5 same reasons most frequently as their basis for recommending Harcum:

(a) Individual Attention
(b) Smaller Classes
(c) Offers Desired Program
(d) Convenient Location
(e) Size of Enrollment

These same positive views of Harcum are shared by its students and faculty as revealed in the responses of some 513 Harcum students and 27 Harcum faculty members to an anonymous questionnaire in 1967. This consistency, or high degree of agreement among these four groups, in their valuation of Harcum is most gratifying.

(4) Health Services Offered by Small Junior Colleges (December 1969)

Some 270 small (less than 1000 student body) junior colleges responded to a survey questionnaire in 1968 regarding the health services they offered. Among such small, essentially resident-type junior colleges, Harcum is one of a selective minority which offers 24-hour medical staff coverage. It also is among the preponderant majority offering an Accident and Sickness Medical Plan, as well as general health counseling, a consultant psychiatrist, dentist and daily health clinic.

Harcum health services are unquestionably among the more comprehensive ones offered by small junior colleges throughout the country.

(5) The Effects of Housing on Cumulative Grade-Point Averages (November 1967)

A survey in 1967 of averages earned by Harcum students in dormitories varying in size from 40 to 280 residents revealed that evidently size of dormitory does not have a direct bearing on group-earned averages. Virtually identical averages were earned by students in dorms ranging up to 7 times as large as the smallest dorm. In addition, considerable clustering about the group averages appears evident in that identical averages are noted for groups varying in size from 40 to 280.

In recent years the emphasis in college housing has changed from controlling student conduct and providing a center for social and recreational activities to encouraging intellectual life within living groups. Academic motivation is improved by the provision of better dormitory study group conditions and facilities.

Residence halls can be utilized effectively to help students develop a sense of security, identity and intellectual enthusiasm. They may also serve as foci for services such as residence counseling and group counseling in vocational and study problems.

The development of student housing to achieve intellectual goals is having a growing impact on the effectiveness of higher education. Residence hall staffs can no longer be considered custodial personnel. They should, wherever possible, be professionally trained staff members carrying out informal teaching and counseling functions.

Dormitories, when properly staffed, can meet both the living and educational needs of the student, for residence halls are an integral part of the learning environment.

D. STUDENT CHARACTERISTICS

(1) Study Habits and Attitudes of 1969 Freshmen (October 1969)

As compared with a norm group of 3,054 college freshmen from nine other colleges, Harcum 1969 freshmen in their average or group performance are equal to the 51st percentile in their Study Habits, consisting of their promptness in completing academic assignments and their use of effective study procedures; equal to the 50th percentile in their Study Attitudes, consisting of their feelings and opinions about teachers, their classroom behavior and methods, as well as their approval of educational objectives, practices and requirements; and equal to the 50th percentile in their Study Orientation, which is a combination of their Study Attitudes and Study Habits.

Approximately 75% of the entire September 1969 freshmen class scored above the 25th percentile level in these three elements. For the approximately 25% who scored at or below the 25th percentile in either Study Habits, Study Attitudes or Study Orientation, action has been taken to provide special assistance to these individuals.

(2) A Study of Student Retention and Withdrawal (October 1969)

Robert Iffert in a national survey of student retention-withdrawal patterns determined that among women students who withdrew from college, the reason given most frequently was "I planned to be married soon". Similarly, a study conducted by the College Research Center (a cooperative, educational research agency of five liberal arts colleges for women - Hollins, Mount Holyoke, Sweet Briar, Vassar and Wheaton) also revealed "Marriage" as the most frequent reason for withdrawal.

In contrast, a survey among the 80 invited seniors who did not return to Harcum for September 1969 enrollment revealed that the most frequent reason offered by the respondents to an anonymous questionnaire was "Transfer to a 4-year college". This springboard to further education is a most valuable educational opportunity which Harcum schooling affords to many students who might otherwise never enjoy the challenging stimulation of continuing their collegiate education to the baccalaureate degree level.

Further evidence of this positive function which Harcum performs is reflected in the following unsolicited comments received from the non-returning students and their families.

"I must say that Harcum did help me quite a lot, for I doubt if I could have gotten into my transfer school without going to Harcum first. You only get out of a school what you put into it."

"Thanks to Harcum, D--- has applied to a very fine four-year college (Ohio State U.) and has been accepted."

"Mrs. W--- and I are grateful for the progress P--- made last year at Harcum. Because of this record she has been accepted as a transfer student at Ursinus College."

"I feel that even though her stay was short, her experience at Harcum was a very good one. She enjoyed her classes very much."

"L---- year at Harcum was extremely valuable to her and I must thank you again for your interest and understanding."

"My association with Harcum has been a pleasant one and I shall always remember the days I spent there."

"Thank you for my wonderful year at Harcum."

"I was in the Retail Merchandising program at Harcum and I feel that is what has given me the ambition to pursue this field of studies even further. Harcum has done a lot for me."

"I really thoroughly enjoyed my first year at Harcum. My year at Harcum will always be remembered and talked about to my friends."

"My past year at Harcum was wonderful."

"Personally I loved Harcum. I made many close friends and received an excellent education. I would recommend Harcum to any girl."

"S--- had a wonderful year at Harcum. She learned a great deal and enjoyed herself thoroughly. Please extend to the other school officials our thanks for their kindness and interest, especially during S--- illness."

(3) Reasons for Attending Harcum October 1969

In response to an anonymous questionnaire in October, 1969, answers were received from some 43% recipients. A majority of those responding expressed concern for personality development, formation of friendships, vocational preparation and educational development as reasons why they were attending Harcum.

In May, 1969, Harcum seniors (92%) offered "educational development" as their primary reason for attending Harcum, with 86% also indicating "occupational preparation" as another important reason for Harcum attendance. Since an average of about 70% of each freshman class (1961 through 1969) have been enrolled in vocationally-oriented curricula, a high percentage expressing interest in vocational preparation should be anticipated. Consistently, in 1967 and 1968 this high degree of emphasis upon vocational goals was also expressed by Harcum students: 92% in 1968 and 91% in 1967.

It therefore is clearly evident that very substantial numbers of Harcum students are viewing their college education as a means of acquiring some immediate post-graduation, direct, material reward. The increasing clamor that courses be geared to practical life situations rather than being directed solely to cultural, general, educational enrichment of the individual, all seem to support the view that the college years are viewed by many Harcum students not so much as a means of becoming a more knowledgeable citizen, but rather as a means of acquiring a better position in life, a 'good' job, a high salary, prestige, power or status. Increasingly, these are the values being stressed and sought.

(4) Use of Harcum Library (October 1969)

A student census of library use during a representative 2-week non-examination period (September 15-28, 1969) revealed that only a fifth (20%) of the total student-body availed themselves of the library facilities on weekdays, However, it is noted that this rate of use in the new library reflects a rate almost double that of the 1967 rate of 12%. Evidently the "heart-of-the-campus" suffers from rather widespread lack of use. This strongly suggests that the students do not make extensive use of the library when the faculty do not demand it. Considerable evidence accumulated over a period of some 30 years, as well as the observations of numerous librarians, reveals that items on required reading lists are virtually never read unless an instructor holds periodic examinations on the contents.

Poverty of library use on a daily basis by a substantial proportion of the Harcum student body clearly reveals that too few either know how and/or utilize in a meaningful manner the library facilities. Direct, positive faculty action can reverse this situation.

(5) Comparative Profiles - Harcum Freshmen 1961 through 1969 (October 1969)

This report presents a stitistical profile of the composite Harcum student who attended during the years 1961 through 1969.

(1) Harcum has drawn students annually from 40% of the nation (19 states) and 3 foreign countries, attesting to its consistent

'drawing' power from beyond its immediate environs. Essentially, the students (84%) have been drawn from the Middle Atlantic States.

(2) The average Harcum girl has an I.Q. score of 111 or "bright".

(3) Her average college board score on the SAT has been; verbal - 407; Mathematics - 420.

(4) She has ranked in the upper half of her graduating high school class 45% of the time; 84% of them entering from public high schools.

(5) She has been selected from among only 56% of the total number applying for admission and

(6) Of the 1623 students who graduated from Harcum between June 1962 and June 1969, some 613, or 39%, have successfully transferred to 4-year colleges, universities, professional schools. This rate compares favorably with a transfer rate of between 30 and 40% reported in the literature for all junior colleges.

(6) Composite Personality Profile - 1969 Freshmen (September 1969)

This report presents an analysis of the responses of these students to the Gordon Personal Profile Inventory, a measuring instrument which yields information relating to four aspects of personality that have been found to be of practical significance in the daily functioning of the normal personality: Ascendancy, Responsibility, Emotional Stability and Sociability.

The percentile ranks of scores polling below the 25th percentile are considered to be "below average", or low in relation to the norm group of 1239 college women sampled at 23 other colleges and universities.

In general, poor or inadequate personal adjustment is associated with "below average" scores. For 1969 freshmen, at least 1/4 of the class scored "below average" in Ascendancy, Emotional Stability and Responsibility. Individual student percentile scores are available from the College Guidance Counselor to pinpoint for faculty members those members of the 1969 freshmen class who can undoubtedly utilize all available assistance to help them develop more mature and socially acceptable characteristics of emotional stability, ascendance and responsibility.

(7) Nelson-Denny Reading Test - 1969 Freshmen (September 1969)

When compared with the norm group of some 4000 college freshmen, only 14% of this class scored at or below the 30th percentile in their "total"

scores on the Nelson-Denny Reading Test. This is considered to be the cut-off 'danger' point below which students usually experience difficult reading problems which often can adversely affect their academic achievement.

The median score for this class fell in the 60-69th percentile band; well above the 50th percentile level for the normative group. With the close relationship that exists between Nelson-Denny scores and scholastic achievement, (an average correlation of +.67), with effective faculty stimulation, this group has the reading skills potential to achieve a relatively high level of average academic performance at Harcum.

(8) How Much Do Harcum Students Study? (November 1967)

The average amount of daily out-of-class study time of 447 Harcum students in 1967-68 was revealed to be 3.7 hours. The results of this research of students' study time appears to be consistent with other reported researches in this area. The findings of Webb, Thoday, Gelso, and Haven, each on different student populations and in very different student settings, indicate that college students tend to average around three hours a day studying.

These findings appear to be in conflict with the oft-heard platitude on college campuses that students need to study two out-of-class hours per day for each hour they spend in class. The results of this study and other reported researches indicate that it is more likely that students typically study in the vicinity of one out-of-class hour for each hour in class.

It is possible that second year students study practices are more adequate than those of freshmen. Thus, it is not surprising to note that second year students, on the average, study less than first year students 3.3 vs 3.8 . Of course, it follows that if freshmen have less adequate study techniques, they would tend to study more than second year students, and this is probably the case with most of the freshmen who persist to their second year. It is also likely that the freshmen average study time was lowered somewhat by the individual freshmen who study very little, (even though their study habits are not effective), and, as a result, do not persist to their second year.

E. STUDENT VIEWS

(1) Why Harcum Students "Cut" Classes (September 1968)

In response to an anonymous questionnaire, a majority of some 506 Harcum students in 1968 offered the following reasons for 'cutting' classes:

(a) Instructors do not hold interest - 62%
(b) Subjects do not hold interest - 56%

(2) Goals of a Harcum Education (January 1968)

As viewed by Harcum students in 1968, a majority of the 350 who anonymously answered a questionnaire considered the following three as general goals of a Harcum education:

(a) Vocational training and skills related to career - 92%
(b) A basic education for appreciation of ideas - 66%
(c) Provide deepening and broadening experience - 65%

Less than a majority view the following as Harcum educational goals:

(d) Develop moral capacities, ethical standards and values - 44%
(e) Develop knowledge and interest in community and work Problems - 36%
(f) Provide knowledge and ideas about cultural heritage - 35%

(3) Characteristics of an "Ideal Student" (March 1968)

In the views of some 557 Harcum students in 1968, they considered the following to be the five most important characteristics of an "ideal" student:

(a) Thinks: one who thinks independently about topics discussed in class; strives to understand ideas and concepts; plans her own activities wisely.
(b) Objectives: has definite objectives and reasons for being in college.
(c) Willingness: is willing to try, even when topics and/or subjects appear difficult.
(d) Industrious: strives for high goals in class; investigates topics beyond those presented or discussed in class by doing extra reading and research.
(e) Initiative: participates in class discussion and makes pertinent contributions.

It therefore appears evident that from the Harcum student viewpoint, the most important characteristics of an "ideal" student embrace wise thinking and planning; a direction and purpose in pursuing her education; strong motivation to make an effort; consistent striving for high standards, and intelligent, meaningful participation in academic activities.

In short - their "ideal" student is one who is seriously concerned about her education and consistently strives to achieve high standards of performance.

(4) Motives for Attending College (September 1968)

A majority of some 530 Harcum students in 1968, in response to an anonymous questionnaire, indicated the following as motives for attending college:

(a) To prepare for an occupation - 91%. This very high percentage undoubtedly reflects the fact that an average of about 70% of Harcum students have been enrolled in vocationally oriented curricula, in addition to the fact that many of the students expect to help out in the early years of their marriage by working.
(b) To acquire more knowledge - 90%. It is evident that there is a strong concern for acquisition of knowledge.
(c) To mix socially and develop socially - 69%. Since going off to college to "find a husband" is a time-honored tradition, an extensive expression of interest in this area might well be anticipated at a womens college.
(d) To better understand and help others - 66%. Being other-people oriented is one sign of social maturity. It is gratifying to note that better than 6 out of each 10 students expressed interest and concern in this human relations area.
(e) To develop the powers of the mind - 56%. To grow intellectually is a tradition which has ranked high in the American value system. It is among the majority views of Harcum students.

POSTSCRIPT

Assign readings, midterms, papers, lecture and test. This is a teaching pattern which still characterizes the complete "teaching repertoire" in many college classrooms.

In view of the widespread use of 'dated' teaching methods, 'untimely' curriculums, and arbitrary grading systems, it is a wonder that we don't have more student unrest, demonstrations, and college dropouts. Not that poor teaching and inadequate educational programs are the cause of student unrest, but surely they are contributing factors. The appearance of "free" universities is evidence of student dissatisfaction with curriculum, teaching and grading. According to the Center for Educational Reform, the number of free universities or "Shadow schools" has increased from about a dozen in 1966 to some 450 now!

The crux of the situation was stated in a petition signed by more than 1000 students at Harvard in the spring of 1968: "Professors are hired for their research achievements, not their teaching ability. Almost the only educational technique employed by senior faculty members is the lecture, involving no communications or concern. Grades are awarded for effective mimicry".

All faculty members sharing professional concern for their work should act on this student message. It is critically imperative that teaching be constantly improved. Good and superior teaching must be recognized in the system of rewards and penalties for faculty.

In short -- faculty members must pay attention to their pedagogical practices as well as the subject-matter they teach; and the interest, needs and aspirations of students, (the ultimate consumers), must influence curriculum and teaching decisions.

Boris Blai, Jr. Ed.D.
Director of Research
January 1970